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| Listening  Speaking 🗹 Reading  Grammar  Writing |
| **Topic:** Sequencing Comics |

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| Instructor:  CK | Level:  Intermediate(Adult) | Students:  11 students | Length:  20 Minutes |

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| Materials:   * Brainstorming PPT * New Vocabulary PPT * Main Activity PPT * Main Activity Worksheet (5 copies) * Post Activity PPT * Post Activity Worksheet (5 copies) * SOS Activity Worksheet (11 copies) * Computer, Screen, Projector, White board, Board markers |

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| Aims:   * Main Aim: Ss will be able to improve their reading skills by reading dialogues to sequence frames of panels in correct order. * Secondary Aims: Ss will be able to improve their writing skills by writing their own dialogues in speech balloons. * Personal Aim: I want to give my instructions short and simple. |

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| Language Skills:   * + Reading: Ss will read the dialogue on the *Main Activity worksheet* to find the order of the frames.   + Listening: Ss will listen to their partner’s idea when they share opinions for the *Main Activity* and *Post Activity.*   + Speaking: Ss will share their ideas for the *Main Activity* and *Post Activity.*   + Writing: Ss will write their own dialogues for speech balloons in the *Post Activity.* |

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| Language Systems:   * Phonology: / u̇ / , / ä / , / ə / * Lexis: New Vocabularies   (without a doubt, easy as pie, time-honor(ed))   * Grammar: Past Tense, Present Tense * Function: Sequencing * Discourse: Comic Books |

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| Assumptions:  Students already know   * How the class is organized and operated * What dialogues are. * How to structure grammatical sentences. * Four language skills and systems.   Some students may already know   * Some of the new vocabularies presented. |

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| Anticipated Errors and Solutions:   * If Ss need linguistic support, * I will encourage them to look at the context clue, and then provide them with the definition and examples. * If a certain student contributes too much to the discussion,   + - I will introduce the round robin form of discussion to that team(There is a speaking ball. A person can only speak when he/she has the ball. When one person is done, he/she gives the ball to the next person). * If presenters find it scary to present their team idea in front of the class,   + - I will allow them to stand up and present from their team area. * Ss might mispronounce words, “honor” and/or “doubt.” * During the activity, I will walk around and correct it. Also during conclusion, I would do error correction. |

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| References:  Phonetic symbols: Doubt  <https://www.merriam-webster.com/dictionary/doubt>  Phonetic symbols: Honor  <https://www.merriam-webster.com/dictionary/honor>  Brainstorming: Comic Strip  <http://images.ucomics.com/comics/ga/2013/ga130322.gif>  New Vocabulary picture: Without a doubt  <http://www.grandespymes.com.ar/wp-content/uploads/2016/08/Michael-Jordan-FIBA-Raccoon-Knows.jpeg>  New Vocabulary picture: Time-honored  <http://2.bp.blogspot.com/-nJ1ZlMim8RY/VQBf3W6-dqI/AAAAAAAAAnA/f8hDut7FvoE/s1600/pinata.jpg>  New Vocabulary picture: Easy as pie  <https://cdn.weasyl.com/static/media/cf/8c/78/cf8c781b6bda8b209dc9ebb7a66f20281b29d89150083e071494cc25afa86461.png>  Main Activity: Comic Strip  <http://ccat.sas.upenn.edu/plc/clpp/images/cartoons/curtis382682.gif>  Post Activity: Comic Strip  <http://lh3.ggpht.com/-N2vh_Ut2m3U/TnAxQdKhLSI/AAAAAAAACtM/2m3w82b_mfQ/SpongeBob_Hiccup_Sherm_02_thumb%25255B11%25255D.png?imgmax=800>  SOS Activity Worksheet: Crossword Puzzle  <https://worksheets.theteacherscorner.net/make-your-own/crossword/crossword.php> |

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| **Lead-In** | | | |
| Materials: Brainstorming PPT | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole Class | Brainstorm about the topic of today’s class. | Good morning everyone. Before we move onto our lesson, let’s look at some pictures.  **Brainstorming**  (Project Brainstorming PPT)  What do you see?  What do you call these pictures?  Correct, comics.  How do you read comics?  Yes, from left to right.  **Model**  (Write the topic on the board.)  Today’s topic is “Sequencing Comics.” |

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| **Pre-Activity** | | | |
| Materials: New Vocabulary PPT | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole Class | Learn new vocabulary | **Procedure:**   1. **New Vocabulary**   **Instruction**  We are going to learn new vocabularies before we move on.  (Project New Vocabulary PPT)  First (second, third) phrase is \_\_\_\_\_\_\_\_\_.  Can you read the example sentence for us?  What might be the synonym for this phrase?  **Review**  Let’s review! |

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| **Main Activity** | | | |
| Materials: Main Activity PPT, Main Activity Worksheet (5 copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  3 min  1 min | Whole Class  Pair Work  Whole Class | Listen to instruction.  Work on completing task.  Check the order of the panels | 1. **Introduction to Main Activity**   **Instruction**  (Project Main Activity PPT)  We will now do a pair work. You will receive 2 sheets of paper. Your goal is to order the frames correctly in sequence. You will cut out each frame of panels. Then, sequence them in the correct order. Lastly, glue them onto comics. You will have 3 minutes to complete.  **Demonstration**  Let’s do one together.  **ICQ**  Will you work individually?  What will you do?  How much time do you have?  (Hand out Main Activity Worksheet)  You may start now.  **Monitoring**  (Quietly walk around the classroom. Check to see if the students are on track. Answer to questions.)  (After 2 minutes,,)  You have 1 minute left.  (After 1 minute,,)  Time’s up. You did a great job.  **Check Order**  Let’s check together. |

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| **Post Activity** | | | |
| Materials: Post Activity PPT, Post Activity Worksheet (5 copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  5 min  3 min  1 min | Whole Class  Pair work  Whole Class  Whole Class | Listen to instructions  Complete task with partners.  Share comic with others.  Review today’s lesson. | **Instruction**  Now it’s your turn to make a comic strip. You will get a paper looking like this. First, look at all the pictures, and see the flow. Second, fill in the bubbles. We will later share these. You will do this with your partners and have 4 minutes to complete.  **ICQ**  Will you work individually?  What will you do?  How much time do you have?  (Hand out worksheet)  You may start now.  **Monitoring**  (Quietly walk around the classroom. Check to see if the students are on track. Answer to questions.)  (After 3 minutes,,)  You have 1 minute left.  (After 1 minute,,)  Time’s up. You did a great job.  **Sharing**  Let’s share our comics.   1. **Conclusion**   What was today’s lesson about?  Yes, sequence or order is very important.  (Do error correction if students found it hard to pronounce these words)  Some are hard to pronounce.  Error Correction   * Doubt : [dau̇t] * Honor : [ä-nər]   You did a great job today! Try to keep in mind of the content and vocabulary we’ve learned. Thank you. |

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| **SOS Activity** | | | |
| Materials: SOS Activity Worksheet (11 copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  2 min | Individual  Whole class | Students complete the crossword puzzle using synonyms of today’s newly-learned vocabularies.  Students check answers | **1. Crossword Puzzle**  **Instruction**  Now, we are going to complete the crossword puzzle using the synonyms of phrases we learned today. So, read the phrase on the bottom and write down the synonym on the puzzle. Work individually. You will have 5 minutes to do so.  **ICQ**  What will go in the puzzle?  Are you working in a group?  How much time will you have?  (Hand out crossword puzzle worksheet)  You may start now.  **Monitoring**  (Quietly walk around the classroom. Check to see if the students are on track. Answer to questions.)  (After 3 minutes,,)  You have 2 minutes left.  (After 2 minute,,)  Time’s up. You did a great job.  **Check answer**  Let’s check together! |